

RTI Levels of Implementation

EXPLORING STAGE (just getting started)

May look like:

- School is committed with funding (programs, staffing, etc.) and time (collaboration, problem solving teams, training, etc.)
- Leadership is committed to implementing the RTI process and furthering their own knowledge of RTI
- RTI Team is in place and is committed to holding regularly scheduled meetings
- Research-based core and supplemental programs are in place and state standards are being addressed
- School training and community information regarding basic RTI processes has been presented
- Students in need of intervention have been identified by benchmarking three times per year using a universal screener
- An action plan is created and is being addressed
- Continual commitment to professional development including the implementation of trainings, fidelity, and the quality of day-to-day instruction

Trainings are at Level I: Awareness

Trainings may look like: Motivational Speaker, Introductory Workshop, Delivery of Essential Understandings, Webinars

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IMPLEMENTING STAGE (putting the pieces together)

May look like:

- RTI team and grade-level teams analyses school data
- Diagnostic testing is occurring at every grade level
- Parents, community, and school board members have been given detailed information about the RTI process
- School has decided on instructional expectations (fidelity to the core and supplemental programs)
- A continuum of interventions or school-wide intervention plan has been created
- Progress monitoring is driving instructional practices
- Problem-solving team meetings (student and school system) are scheduled and occur throughout the school year. School systems problem-solving teams look at the current school systems and how to make them more effective and efficient. Student problem-solving teams look at individual and groups of students and how to best address their needs.
- School is receiving trainings on instruction, data, school systems, and problem-solving
- Grade level teams are scheduled and occur throughout the school year
- An action plan is created and being addressed
- Continual commitment to professional development including the implementation of trainings, fidelity, and the quality of day-to-day instruction

Trainings are at Levels II and III: Deeper Understanding and Initial Implementation and Systematic Targeted Implementation

Trainings may look like: Practice, Institutes, Professional-learning groups, Multi-session trainings, Webinars, On-line threaded discussions, consulting, coaching instructional personnel, continued team planning and problem solving in the implementation of an initiative

RTI Levels of Implementation

SUSTAINING STAGE (fine-tuning)

May look like:

- An action plan is created and being addressed
- A system is in place to support new staff members
- A system is in place to identify and progress monitor student with learning disabilities under the RTI model
- Evaluation procedures are in place for each RTI system
- All eight components are fully implemented
- Refining existing programs through a program review process
- Continue to review data and make instructional adjustments
- RTI process is written into the School Handbook, SPED program narratives, Five-Year Plan, School Policies and Procedures
- Protocols are developed and clearly communicated for team and grade-level meetings, data collection and analysis, instructional delivery, fidelity checks, and problem-solving procedures
- RTI process is occurring school-wide in math, reading, and behavior
- Continual commitment to professional development including the implementation of trainings, fidelity, and the quality of day-to-day instruction

Trainings are at level IV: Fidelity of Implementation and Culture Change

Trainings may look like: Side-by-side coaching, direct observations, self-reflection, teacher interviews, observing lessons or training the trainer/coach to do so